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ABSTRACT

Designed to review the vocational education mission of the California Community Colleges, this annual performance report of the Board of Governors presents enrollment data and program accomplishments for fiscal year 1989-90. A short introduction cites the mission statements of the Master Plan for California Postsecondary Education and the Plan for Career-Vocational Education to underscore the crucial role community colleges, serving one million vocational education students annually, play in California's future prosperity. Next, 1989-90 statewide postsecondary vocational education enrollments are presented in a series of graphs and charts aggregated by program area, special needs students served, course level, and award completers. Finally, brief descriptions of program accomplishments are provided for the following key areas: (1) agriculture/natural resources; (2) consumer/home economics; (3) health occupations; (4) marketing; (5) industrial education; (6) articulation; (7) cooperative work experience education; (8) counseling/guidance; (9) criminal offenders; (10) planning and legislation; and (11) single parents/displaced homemakers/gender equity. (JMC)

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Pursuing Our Mission

Annual Performance Report for Vocational Education in California's Community Colleges 1989-90

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PURSUING OUR MISSION

ANNUAL PERFORMANCE REPORT FOR VOCATIONAL EDUCATION IN CALIFORNIA'S COMMUNITY COLLEGES 1989-90

California Community Colleges

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The Community Colleges' Mission and Vocational Education

The importance of vocational education to the mission of the community colleges is clearly stated in the Master Plan for California Postsecondary Education. According to the plan, the 107 community colleges:

> *shall offer academic and vocational instruction at the lower division level for both younger and older students, including those returning to school, as their primary mission.*

In fulfilling this mission, the California community colleges play a major social and economic role in meeting the needs of individuals who desire to learn or improve skills as well as the needs of business and industry for a well-rounded work force.

The future prosperity of California can, in part, be attributed to the ability of the community colleges to anticipate and respond to the needs of the workplace. Presently, the community colleges enroll more than 1.5 million students; over one million of them participate in at least one vocational education course. These courses prepare students in over 340 different occupations.

The California Plan for Career-Vocational Education clarifies the broad mission of vocational education in the state:

> *The mission of career-vocational education in California is to enhance the personal and economic well-being of individuals and to develop human resources which contribute to the economic development of the state.*

Funds from the Carl D. Perkins Vocational Education Act assisted the community colleges in meeting the demand for highly trained and flexible employees.

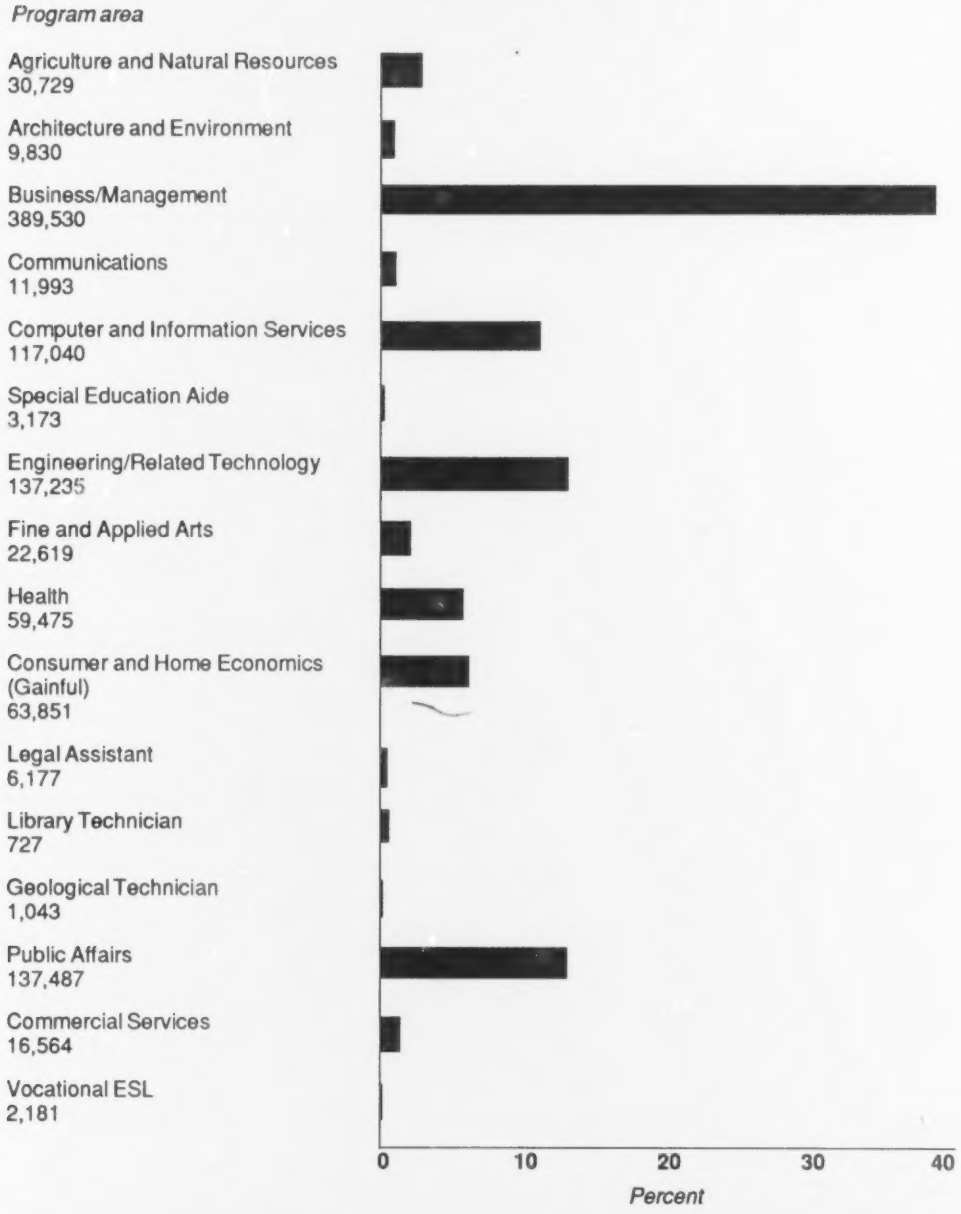
Ernie Leach
Vice-Chancellor of Economic Development and Vocational Education

Pat Stanley
Dean of Vocational Education

Enrollment Data

CALIFORNIA COMMUNITY COLLEGES

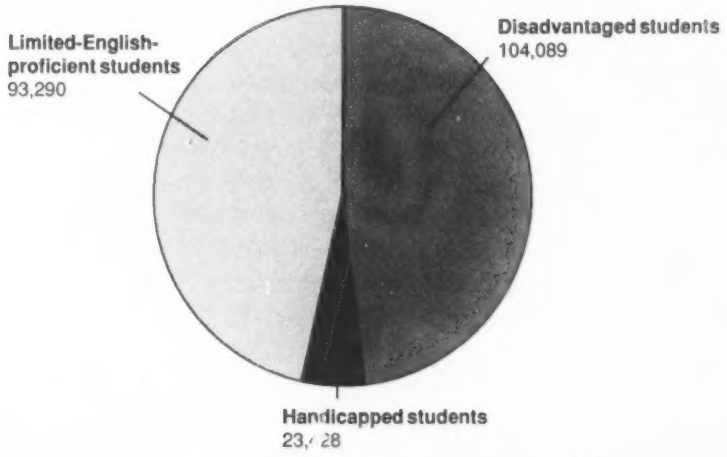
Postsecondary Vocational Education Enrollments by Program Area—Statewide Fiscal Year 1989-90



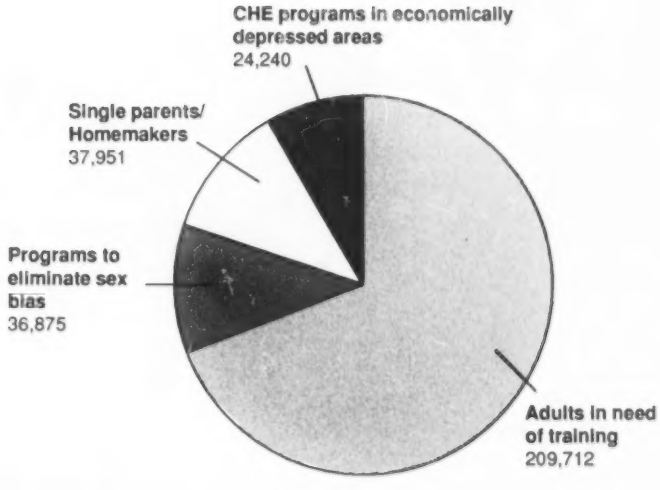
TOTAL NUMBER OF STUDENTS: 1,009,654

CALIFORNIA COMMUNITY COLLEGES

Postsecondary Vocational Education
Special Needs Students Enrolled and Served—Statewide
Fiscal Year 1989-90



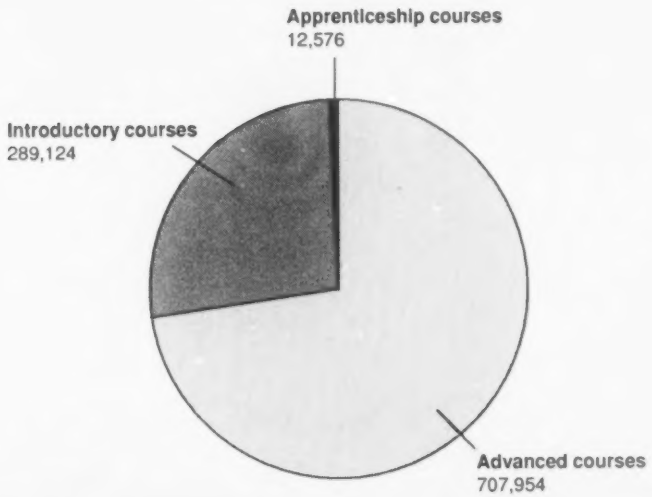
Total Enrollment: 220,807



Total Enrollment: 308,778

CALIFORNIA COMMUNITY COLLEGES

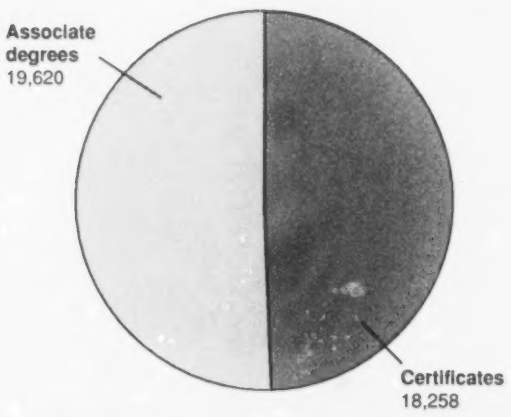
Vocational Education Enrollments by Course Level—Statewide Fiscal Year 1989-90



Total Enrollment: 1,009,654

CALIFORNIA COMMUNITY COLLEGES

Vocational Education Completers by Award—Statewide Fiscal Year 1989-90



Total Enrollment: 37,878

Program Accomplishments

Agriculture/Natural Resources

KIMBERLY PERRY

There are currently 56 colleges offering degree and/or certificate programs in one of the seven areas of agriculture: agribusiness, agricultural mechanics, animal health technology, animal science, forestry/natural resources, ornamental horticulture, and plant science. Three projects were the focus of the community colleges' agriculture/natural resources program in 1989-90.

The first was the Comprehensive Plan for Agricultural Education, Phase II. In Phase I of this project, a conference was funded titled Agri-Education 2000: A Conference Linking Education and Business. The purpose of this phase was to have representatives of the agricultural industry define their future employment needs and to have agricultural educators develop an educational plan of action to meet the needs of industry. The purpose of Phase II of this program is to market California's agriculture/natural resources programs through promotional materials. A videotape and a brochure are being developed that will address all seven areas of agriculture.

The second project is the Agriculture Education Curriculum Development Project. Since agriculture is California's most important industry, there is a continuous demand in the plant science industry for well-trained individuals. This project is developing curriculum in the area of food and fiber crops to keep pace with the rapid technological changes and scientific advances in plant science during the past decade. In addition to the curriculum, a short videotape is being developed on career opportunities in plant science. This project is being guided by an advisory committee with equal numbers of representatives from education and business/industry.

The third project is the Agriculture/Natural Resources Student Leadership Institute. It is important that community college students studying agriculture not only stay informed about current trends and events in the agriculture industry but also receive ongoing training in leadership and in interpersonal skills. The Second Annual Student Leadership Institute was a two-day event in which over 100 students participated (twice as many as did the first year). Workshop topics included group dynamics, effective presentations, time management, and meeting management. In addition to workshops, several team-building exercises were presented. The institute concluded with the opportunity for the participants to formulate plans of action for their community college campuses.

Consumer/Home Economics

KIMBERLY PERRY

Two projects were funded in Consumer/Home Economics to assist individuals, particularly those in economically depressed areas, become responsible consumers and homemakers.

The first was the In-service Activities for Consumer and Homemaking Education and Occupational Home Economics Instructors, guided by a 12-member professional development committee. A three-day retreat will be conducted that will allow participants to devise solutions to emerging problems, explore exciting innovations, and share the vitality of new directions. Topics will include implementing outreach activities, achieving gender balance, serving the "new majority" students, and identifying future trends. This project will also publish and disseminate the newsletter *Compendium*.

The second project to be funded was the Fashion Institute Symposium. This one-day event gave students the opportunity to meet with representatives of the professional fashion design industry and to participate in ten competitive events in fashion design.

Left to right: Ernie Leach, Al Metzler, Kim Perry, Nancy Davenport, Leo Ruelas, and Bobbie Juzek

Health Occupations

BARBARA JUZEK

In 1989 the health occupations programs in California's community colleges completed many exciting projects. Because of the joint efforts of businesses and the colleges, and the resulting job opportunities, community colleges are experiencing an increase in applicants and enrollments overall and in the health occupations specifically.

Seventeen health occupations projects were conducted in the areas of research and program planning, program accountability, student access and support services, program quality and curriculum development, and program staffing.

One of these projects provides for the Statewide Health Occupations Advisory Committee, which is made up of health occupations representatives from businesses and community colleges. The committee reviews and recommends special projects that have statewide significance. Business and industry representatives work with the colleges to address the critical need for health care professionals. By the year 2000, the need for health care professionals is projected to increase by 42 percent, or one million jobs.

In addition, the *Directory of Health Occupation Programs* was developed and distributed to all 107 community colleges. This directory lists health occupation programs by college and by discipline. Recruitment videos were also developed in the nursing occupations and the dental auxiliary programs. These materials were distributed to all the dental and nursing programs in the community colleges.

Seventy-five percent of the registered nursing graduates in California complete associate degree nursing programs in the community colleges. Since many of these graduates eventually go on to complete their baccalaureate degrees, articulation has been a major focus, bringing together faculty from all the nursing programs in California to develop model curricula.

Two major accountability projects are also in progress. One is the development of a master plan in health occupation programs in the community colleges. The second project involves the development and dissemination of a statewide evaluation manual for all health occupations programs. This evaluation model would involve students, faculty, and business and industry as part of a long-term evaluation. These efforts help to keep the curriculum current with all the latest technology, changing scientific data, and procedures for patients' care.

Marketing

REBECCA SINGLETON

Sixteen community colleges improved their marketing education programs in 1989-90 by expanding instructional services, acquiring state-of-the-art equipment, and scheduling activities for auxiliary staff.

Four special marketing projects were carried out during 1989-90:

- Telecommunications. More than 20 community colleges established new telecommunications programs, and more than 200 teachers received training.
- International Trade Model Curriculum Project. To improve the international trade curriculum, 10,000 private industry employers who are engaged in international trade were surveyed, and the results of the survey were presented to educators and industry representatives in a two-day conference. In the second phase of this project, a survey will be used to identify the problems and goals of educators teaching international trade curricula.
- Professional Development for Business Educators. Some 500 community college instructors attended 210 workshops and seminars to improve their teaching skills and strategies.
- Marketing Education Student Organizations. This project provided leadership opportunities for students. Specific activities included participation in regional and state competitions, field trips, and group sessions with representatives of private industry.

Four additional projects were funded for 1989-90 to disseminate model curricula and programs. Together, these projects:

- Gave teachers access to a list of model programs and innovative curricular offerings in specific subject areas
- Gave all business education instructors and administrators access through state computers to the best available curricula and program outlines
- Improved the cost-effectiveness of updating and improving course and program offerings

Industrial Education

AL METZLER

Three joint projects defined the focus of the industrial education program in fiscal year 1989-90. The first was the California Industrial Technical Education Consortium (CITEC), which provides technical, trade, and industrial programs and training to help vocational education instructors upgrade their occupational proficiencies and improve the quality of instruction they offer to students. Because of the rapid changes in technology, such training is needed to keep instructors proficient in their technological areas. The CITEC program covers more than 98 subjects, and in each two-year period serves about 800 secondary teachers and 400 community college instructors.

One example of a CITEC project is the Mechanical Technology Workshop held in August, 1990, and cosponsored by the Lawrence Livermore National Laboratory and the California Department of Education. The workshop, attended by some 30 instructors, included presentations on laser welding, general machining, and the manufacturing of an item to meet quality-control requirements.

The second joint project focused on training teachers in computer-managed and computer-aided instruction. This ongoing project, based at Sierra College, provides training for instructors in new computer-aided instructional programs and informs them of new curricular software. This project offers in-service computer training for industrial education teachers in high schools and community colleges in five major disciplines: automotive repair, building construction, drafting, electronics/electrical work, and industrial technology.

The third joint endeavor is the VICA project, which offers instructors training in developing students' leadership skills. The purpose is to encourage secondary industrial education students to continue to pursue their educational goals and to continue in leadership activities when they enroll in community colleges.

Articulation

BARBARA JUZEK

During 1989 nearly 400 educational agencies participated in 2+2 articulation partnerships, which bring together secondary schools, ROC/Ps, adult schools, and community colleges to help students make smooth transitions from one program, course, or educational level to the next without unnecessary duplication of coursework.

A total of 689 articulation agreements were established in 1989, mostly in the areas of business occupations–office and industrial/technical education. Over half of the participants in the project have expanded their efforts to include four-year institutions. The average number of partners in each project is 18.

Business and industry have continued to be involved in the articulation process through their contributions to the development of competencies required of students, their representation on articulation councils, their support of marketing efforts, and their donations of equipment and training sites. Some 34 companies were identified by articulation project directors as having played an important role in the 2+2 partnerships during the 1989 program year.

More than 130 job titles were approved for students participating in the 2+2 program in 1989. The jobs ranged from entry-level positions to those requiring advanced skills.

The self-reported mean grade point average of participating students was 2.96 on the 4-point scale, and nearly three-quarters of participating students reported that they planned to earn high school diplomas. Most of the students indicated that they intend to enroll in or graduate from a community college.

Ernie Leach *Mare Tennison*

Cooperative Work Experience Education

KIMBERLY PERRY

The Center for Cooperative Work Experience Education, located at Diablo Valley College, was funded for the third year. The primary goal of the project is to provide a comprehensive, high-quality staff development program for cooperative work experience programs at the local, regional, and state levels.

The six objectives of the project are to:

1. Develop and conduct a traveling in-service program to be replicated four times throughout the state in central locations. One-day workshops will cover such topics as program management, civil rights compliance, the hiring of faculty, program promotion, and recordkeeping techniques.
2. Revise, print, and disseminate the *Cooperative Work Experience Management Handbook.*
3. Field-test, at three selected colleges, a program review instrument and analyze the results. Industry and education members of the state advisory committee served as the on-site reviewers.
4. Conduct workshops at the annual conferences of the two professional organizations—the California Association of Work Experience Educators and the California Cooperative Education Association.
5. Publish and disseminate a quarterly newsletter.
6. Serve as a resource center for materials relating to cooperative work experience education.

Left to right: Kelly Pierson, Paul Stark, Jeanine Updyke, and Laura Casillas

Counseling/Guidance

BETTY KISBEY

The main thrust of guidance and counseling services during fiscal year 1989-90 was to develop competency standards for these services. Working with a facilitator from International Business Machines (IBM), the counseling and guidance staff identified six major areas of focus and refined these areas into competency standards. Next, the standards will be implemented in model programs embodying state-of-the-art techniques to address the needs of career-guidance counselors.

The six areas for which competency standards have been defined are:

- Staffing and staff development
- Equipment and technology
- Student development curriculum
- Services and resources
- Linkages between industry and colleges
- Marketing counseling services

The staff also developed concept papers for four special guidance and counseling projects and incorporated these into formal requests for proposals.

The first proposed special project addresses staff development for vocational education counselors and would provide workshops and materials to bring community college vocational education counselors up-to-date in the following areas: employment standards, minimum qualifications for entry-level jobs, hiring procedures, placement of graduates, and trends in the future needs of business and industry.

The second project would first develop standards for job placement, beginning with an exploratory study to identify existing practices, procedures, and standards used by job placement offices in colleges. Next, criteria and quality indicators for job placement offices would be developed to serve as guidelines for the placement offices of local community colleges. The final product would be an operational handbook to be distributed to colleges.

Another proposed project is for a "great counselors" seminar—modeled after the great teachers seminars—to recognize outstanding guidance counselors. Activities would include identifying and selecting vocational education counselors from community colleges throughout the state and convening a seminar to provide them with opportunities to explore common problems and innovative strategies, to share materials, and to recognize their contributions as counselors.

The fourth project would provide industry with guidelines on using guidance and counseling services at community colleges.

In another significant development

for the guidance and counseling program, the Statewide Advisory Committee for Vocational Guidance and Counseling expanded its membership to include more representatives from business and industry. The 15-member committee now includes community college administrators, guidance counselors, representatives from the aerospace industry, and members from American Telephone & Telegraph (AT&T), Southern California Edison, Lucky Food Centers, IBM, and Wells Fargo Bank.

The principal responsibility of the committee is to advise the Chancellor's Office on priorities for special projects; procedures for evaluating vocational education guidance and counseling programs and services; methods for promoting vocational education guidance and counseling; and improvements needed in programs and services for special populations.

The committee also obtains and disseminates data on vocational education guidance and counseling programs and services, identifies research needs, develops program standards and student competencies, and develops master plans for programs and services.

Dan Estrada

Madeline Bakes

Criminal Offenders

LEO RUELAS

To provide inmates of California's correctional institutions with marketable skills, the state offers training in a range of occupations, including welding, drafting, small appliance repair, and commercial diving. Approximately 7,000 inmates of California's correctional institutions were enrolled in vocational education programs during the 1989-90 program year—an increase of 2,000 over the previous year. About half the participants received either a certificate of achievement or a certificate of completion.

This year, 475 students in nine correctional institutions took the certification examination in welding that is offered through an ongoing partnership between the Department of Corrections and the Los Angeles Department of Building and Safety. Of those who took the exam, 380 (80 percent) passed and became certified as structural steel welders.

Expansion of and improvements to the program were accomplished by the purchase of training equipment, which consisted of computerized engine and smog analyzers for nine auto mechanics programs; electronic trainers for the electronics program at the California Institution for Women; word processing and landscaping equipment for the Northern California Women's Facility; diving equipment for the commercial diving program at the California Institution for Men; and welding equipment for the welding program at the Sierra Conservation Center.

Finally, compliance reviews were conducted for 55 programs serving criminal offenders.

Planning and Legislation

BETTY KISBEY

With the completion of the *California Plan for Career-Vocational Education,* parts one and two, which was developed jointly by the California Department of Education and the Chancellor's Office, the implementation of the plan at both the state and local levels began. A request for proposal was disseminated, and awards were granted through competitive bid for developmental sites to implement linkages between regional planning staff and employers. The issues, goals, and strategies identified in the plan will be addressed in these developmental models.

In fiscal year 1990-91, additional projects emphasizing linkages between regional planning and employers will be funded. A future goal is to use these models to assist local institutions in adopting similar projects.

Left to right: Leo Ruelas, Al Metzler, Kim Perry, Nancy Davenport, Ernie Leach, and Rebecca Singleton

Single Parents/Displaced Homemakers/ Gender Equity

NANCY DAVENPORT

The single parent/homemaker program supports programs to help students overcome both sex bias and stereotyping in 71 community college districts. The programs are designed to recruit and retain women and men in nontraditional training, to provide in-service training for staff, and to provide support services—such as child care and counseling—to students enrolled in training.

A number of special statewide projects have been instituted under this program. Gender Equity Management Services (GEMS), now in its fourth year, provides technical assistance to community colleges to help them expand or improve their gender equity programs. GEMS served 30 colleges during its first year of operation and now provides technical assistance to between ten and 15 colleges each year.

The California Connection, a newsletter produced by the GEMS project, keeps gender equity personnel at the community colleges informed about developments in the field and links them with their counterparts on other campuses. The newsletter is now in its second year of publication.

To provide faculty, counselors, administrators, and equity coordinators at each of the colleges with strategies and information, the Chancellor's Office this year sponsored a series of six regional workshops throughout the state on a range of topics, including sexual harassment, recruitment, and the retention of nontraditional students. Approximately 40 participants attended each workshop.

Four special projects focusing on the needs of single parents were begun in fall, 1990. These projects provide direct support services—including transportation, child care, and financial assistance for textbooks—to help students who are single parents attend college.

Another model program funded as a special project is Women Working in the Trades, which is designed to provide women with information about employment in trade occupations, to recruit women for apprenticeship programs, to provide specialized training and support services for women enrolled in nontraditional training, and to provide mentors from the appropriate industries.

The Program Accountability Model (PAM), a pilot project sponsored by the Chancellor's Office to collect and report data on activities for single parents, displaced homemakers, and gender equity projects at the community colleges, is now in its second year. During the first year, 27 colleges participated in designing the data-collection instruments, testing them, and reporting any problems. In fiscal year 1989-90, 25 additional colleges participated.

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